



TENNESSEE
STATE BOARD OF EDUCATION

STANDARDS REVIEW

STATE BOARD OF EDUCATION WORKSHOP
JULY 21, 2016

AGENDA

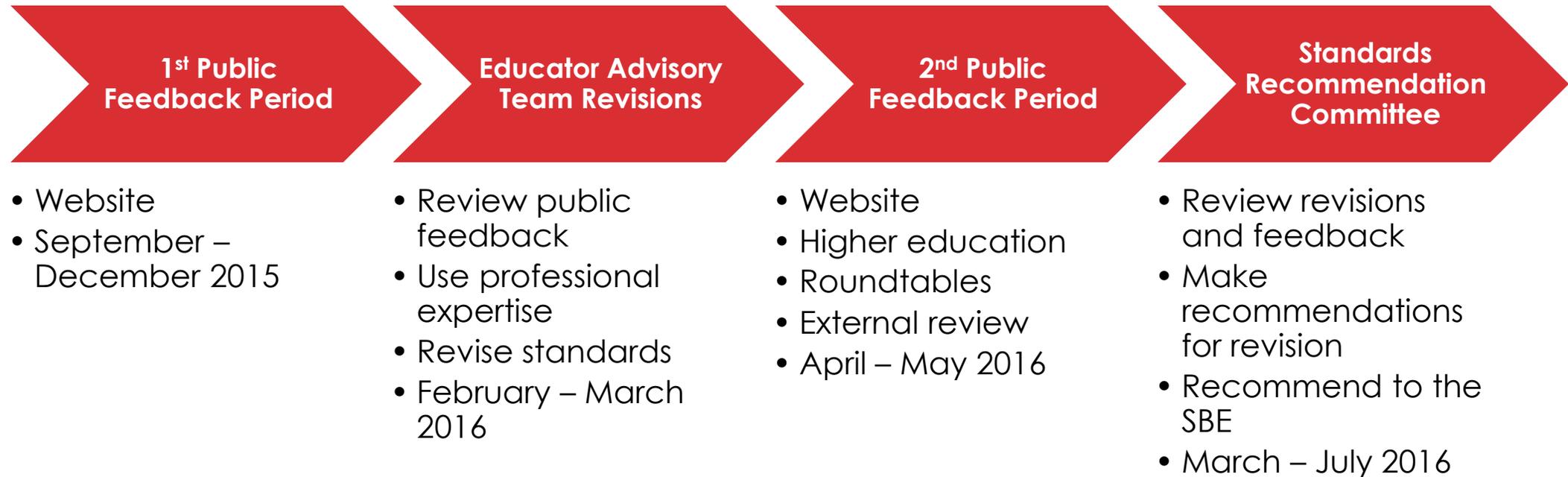
- Science Standards
- Fine Arts
- Health
- Counseling

SCIENCE

BACKGROUND

- Science review process began in 2014
- SBE convened Science Steering Committee who recommended:
 - Convening a team to write new science standards
 - Using the K-12 Framework for Science
- Legislation governing standards review passed in April 2015 (PC 423)
 - New standards for Tennesseans by Tennesseans
- Incorporated existing work into new review process
 - New draft standards posted online for public review
- New standards will be implemented in 2018-19

REVIEW PROCESS



STANDARDS ORGANIZATION



- Based on the *K-12 Framework for Science Education*, which also serves as the foundation for our current (2009) standards
 - Disciplinary Core Ideas
 - Crossing Cutting Concepts
 - Science and Engineering Practices
- Key Shifts:
 - Scientific literacy
 - Conceptual understanding
 - Action of science

DISCIPLINARY CORE IDEAS

Disciplinary Core Idea	Component Idea
Physical Science	PS1: Matter & Its Interactions PS2: Motion & Stability PS3: Energy PS4: Waves & Their Applications
Life Sciences	LS1: From Molecules to Organisms LS2: Ecosystems LS3: Heredity LS4: Biological Change
Earth & Space Sciences	ESS1: Earth's Place in the Universe ESS2: Earth's Systems ESS3: Earth & Human Activity
Engineering, Technology & Application of Science	ETS1: Engineering Design ETS2: Links Among Engineering, Technology, Science and Society

CROSSCUTTING CONCEPTS

1. Patterns
2. Cause and effect
3. Scale, proportion, and quantity
4. Systems and system models
5. Energy and matter
6. Structure and function
7. Stability and change



SCIENCE AND ENGINEERING PRACTICES

1. Asking questions (science) and defining problems (engineering)
2. Developing and using models
3. Planning and carrying out investigations
4. Analyzing and interpreting data
5. Using mathematics and computational thinking
6. Constructing explanations (science) and designing solutions (engineering)
7. Engaging in argument from evidence
8. Obtaining, evaluating, and communicating information

STANDARDS RECOMMENDATION COMMITTEE

- SRC Members

- Dr. Sally Pardue - Chair
- Ms. Jeannie Cuervo - Vice Chair
- Mrs. Jan Allen Brewer
- Ms. Marsha Buck
- Dr. Kent Gallaher
- Ms. Lorrie Graves
- Mrs. Annette Hurd
- Ms. Kattie Nash
- Ms. LaToya Pugh
- Mr. Mark Weeks

- Recommendations

- 26 total recommendations for revision
- Standards approved unanimously

- Position Statement

- Empowering Educators
- Professional Development
- Supplemental Resources
- Assessment

FINE ARTS

FINE ARTS: 20 STANDARDS SETS

- Dance K-5, 6-8, 9-12
- Media Arts K-5, 6-8, 9-12
- Music K-5, Vocal Music 6-8 & 9-12, Instrumental Music 6-8 & 9-12, General Music 6-8 & 9-12, Music Theory 9-12
- Visual Art K-5, 6-8, 9-12
- Theatre K-5, 6-8, 9-12

FINE ARTS: 20 STANDARDS SETS

- 4 Overarching Common Domains
 - P= Perform (Music, Dance, Theatre) Present (Visual Arts) Produce (Media Arts)
 - Cr= Create
 - R= Respond
 - Co= Connect

11 COMMON FOUNDATIONS

- **P= Perform (Music, Dance, Theatre) Present (Visual Arts) Produce (Media Arts)**
 1. Select, analyze, and interpret artistic work for performance/presentation/production.
 2. Develop and refine artistic techniques and work for performance/presentation/production.
 3. Convey and express meaning through the performance/presentation/ production of artistic work.

- **Cr= Create**
 4. Generate and conceptualize artistic ideas and work.
 5. Organize and develop artistic ideas and work.
 6. Refine and complete artistic work.

FINE ARTS

- **R= Respond**

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

- **Co= Connect**

10. Synthesize and relate knowledge and personal experiences to artistic endeavors.
11. Relate artistic ideas and works with societal, cultural, and historical context.

IMPORTANT CONSIDERATIONS

- Literacy
 - Literacy is addressed in multiple way, with a focus on artistic literacy concepts such as visual thinking strategies and notation literacy. Full implementation of the Arts Standards supports literacy in multiple modes.
- Major Work of the Grade
 - Some Foundations require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to arts learning or the demands of college and career readiness.
- Opportunity to Learn Standards
 - The Standards are written to reflect conditions in the basic level programing from the National Opportunity to Learn Standards for Arts Education

HEALTH

Health Standards Committee Selection

- Application Process – all participants completed an application for selection
- Marketing
 - Directors Update sent out from the Tennessee Department of Education
 - Coordinated School Health Newsletter
 - Announced at the Coordinated School Health Regional Meetings
 - Posted on Tennessee School Board Website

Health Standards Meeting

- The Health Standards Review Committee convened December 1st & 2nd of December 2015 at Montgomery Bell State Park
- All 3 grand divisions represented:
 - West
 - Middle
 - East
- 3 Committees were convened
 - Elementary School
 - Middle School
 - High School
- Committee Members Included
 - Health Teachers/ Lifetime Wellness Teachers / Health Educators
 - Higher Education
 - Coordinated School Health Coordinators

Health Standards Professional & Public Feedback

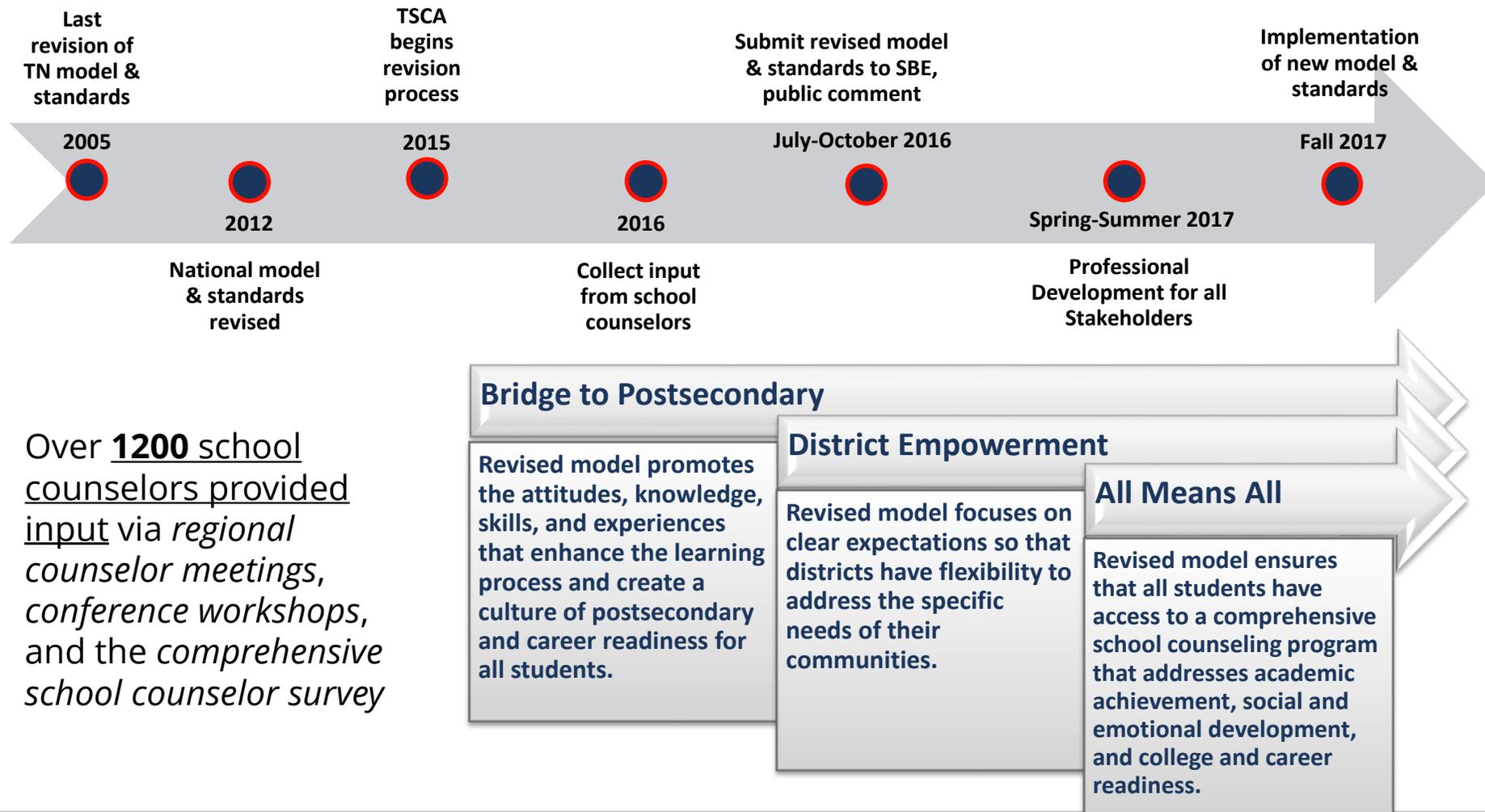
- Professional Feedback
 - Standards were presented at Regional Coordinated School Health Professional Developments Statewide
 - Coordinators then shared with local P.E / Health & Wellness Standards
- Public Feedback
 - Collected using a SurveyMonkey® link that was shared through both Department of Education and Tennessee School Board Association Portals
- Feedback was reviewed by appropriate committees and input was given based on review

Differences

	Previous Standards	Proposed Standards
Structure	Grade Banded	Grade Specific
Measures	Performance Indicators with Levels	Teacher Observations
Layout	Domains	Component Subcomponent Component Extensions
Verbiage	Family Life Education	Human Growth and Development

SCHOOL COUNSELING

School Counseling Model and Standards



School Counseling Model and Standards

Revised Standards of Practice:

- Identify specific attitudes, skills, knowledge, and experiences students need to successfully transition to postsecondary;
- Align to Tennessee department of education strategic goals and current national research-based strong practices;
- Set clear expectations for school counseling programs;
- Move from nine general standards to 63 specific standards; and
- **Focus on what the students should be able to do or exhibit** as a result of participating in a comprehensive school counseling program.

